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# A Study to Determine the Effectiveness of Portfolio Assessment in Marketing Education at Oscar Smith High School, Chesapeake, Virginia

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**A STUDY TO DETERMINE THE  
EFFECTIVENESS OF PORTFOLIO ASSESSMENT  
IN MARKETING EDUCATION AT OSCAR SMITH  
HIGH SCHOOL, CHESAPEAKE, VIRGINIA**

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**A RESEARCH PROJECT  
PRESENTED TO THE GRADUATE FACULTY  
OF THE DEPARTMENT OF OCCUPATIONAL  
AND TECHNICAL STUDIES  
OLD DOMINION UNIVERSITY**

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**IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE IN EDUCATION**

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**BY  
LYNN B. OWEN  
AUGUST, 1995**

## APPROVAL PAGE

This research paper was prepared by Lynn B. Owen under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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7-17-95  
Date

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## **CHAPTER I**

### **Introduction**

The primary purpose of education is to foster and promote the fullest individual through self realization. Achieving this goal requires an understanding and a commitment to the proposition that education is a primary instrument for social and economic advancement. Economically, our country cannot survive if we fail to equip our youth with the skills necessary to meet the manpower needs of society. Through marketing education, educators are able to develop skills in which each individual is able to make a contribution to society. In marketing education, to prepare individuals for the work force, skills are developed in the classroom as well as through on-the-job training. Annual classroom instruction consists of a thirty-six week course designed to help students develop useful marketing and citizenship skills. Classroom instruction coincides with on-the-job training to give each student hands on experience in the everyday work force. The on-the-job training is monitored and evaluated to ensure that each individual is learning the necessary skills to be

successful. By working through a cooperative effort, individuals are able to experiment with several vocations until they are able to determine which one they feel is best for them.

As changes take place in our society, so does the need for our marketing education programs to make changes to direct their attention towards the accelerating developments of science and technology. The survival of progressive educational practice may depend on teachers knowing and explaining - to themselves and to others - the rationale behind the methods they use to teach and the ways they select to assess student progress (Engel, 1994, p. 22). Educators who view the learner as an active seeker rather than a passive receiver of knowledge require rethinking the curriculum - instruction - assessment triad. One area of interest is a desire for more authentic assessment. Portfolio assessment was created to meet this need. These new portfolios represent a redefinition and redesigning of student work folders of the past (Koskinen, 1994, p. 666). Portfolios should capture the steps, missteps, decisions, and triumphs of students' learning. The goal of portfolio assessment is to cultivate student's ability to



thoughtfully appraise themselves and their work (Hill, Kamber, Norwick, 1994, p. 118). What ultimately will make the difference is what teachers and students do with portfolios and the ways in which they use the information in portfolios to think about teaching and learning.

### **Statement of the Problem**

The problem of this study was to determine the effectiveness of portfolio assessment in marketing education at Oscar Smith High School in Chesapeake, Virginia.

### **Research Goals**

The following goals of this study were established to:

1. Evaluate students using portfolio assessment techniques.
2. Determine if portfolio assessment is of instructional value in marketing education.

### **Background and Significance**

According to Engel, education is presently undergoing a shift in paradigm. In 1970, Kuhn explored the concept of paradigm

shifts. He wrote the following:

Examining the record of past research from the vantage of contemporary historiography, the historian of science may be tempted to exclaim that when paradigms change, the world itself changes with them. Led by a new paradigm, scientists adopt new instruments and look in new places.

Although Kuhn confined his discussion of paradigm change to the field of science, others have applied the term more broadly.

The new paradigm in education is a more focused "governing gaze," "world view," or "way of seeing." This emphasis on meaning as the energizing force behind learning necessitates new methods of assessments (Engel, 1994, p. 23). The influence of the new paradigm can be seen in the process writing movements. Personal meaning is stressed in all areas of the curriculum, constructed by each learner with the teacher serving as a mentor and guide.

Teachers are presenters of information and motivators of learning. Ideally, the student has learned in the process of instruction. How does one know what the student has learned?

Academically, the teacher gives examinations to evaluate the students' learning of the material. The ultimate test, however, is in the application. Can the student solve a problem in the real world when it arises? If the student can, he/she has really learned something. Teachers in the occupational, trades, and technical areas can evaluate a student as to what they have learned in a real world setting because they can observe the student as he or she applies what they have learned.

The three basic elements of classroom practice - pedagogy, curriculum, and assessment - are closely interrelated and are all affected by the changes in beliefs that constitute the new paradigm. "If one believes that knowledge is essentially constructed rather than received by the learner, there are unavoidable implications concerning what is taught, how it is taught, and how learning is assessed: what is taught needs to build on or be connected to what the student already knows" (Engel, 1994, p. 24). Therefore, the primary task of assessment is to inform instruction--to explore and define what

the student knows and can do in order to plan further learning.

### **Limitations**

This study was based on the following limitations:

1. The research was limited to the Studies in Marketing curriculum.
2. The study was limited to Oscar Smith High School in Chesapeake, Virginia.
3. The study was limited to a four week trial period.

### **Assumptions**

The following assumptions have been made to assist in the completion of this study:

1. Portfolio assessment will serve as a motivational force to enhance learning of all types.
2. Portfolio assessment will increase the options or choices available to each student.
3. The results of this study will be used to enhance classroom instruction.

### **Procedures**

This research was developed to determine effective uses of

portfolio assessment in marketing education. Through the review of literature, a portfolio model was established and implemented for a six week trial period at Oscar Smith High School. The data collected was used to answer the research questions of this study and to make recommendations for the study's future use.

### **Definition of Terms**

The following will provide the reader with a better understanding of terms used in the study:

1. **Authentic Assessment:** Assessment that can be seen as consistent in time - between what is happening now and what is intended for the future (Engel, 1994, p. 24).
2. **Cooperative Training:** Learning experiences gained through on-the-job training through the correlation of marketing classroom instruction and on-the-job training.
3. **Co-op:** The abbreviation often used when referring to Cooperative Training.

4. Curriculum: A plan or guideline used in marketing education.
5. DECA: Distributive Education Clubs of America, a national organization of high school students enrolled in marketing education.
6. Duty Area: An instructional unit to assist the teacher-coordinator in the instructional planning process.
7. Marketing Education: A program of vocational instruction offered in the high school curriculum to prepare individuals for careers in wholesale, retail, and service occupations.
8. Master Task List: A list of duties and tasks provided by the Department of Education, Commonwealth of Virginia for the general marketing curriculum.
9. M.E.: The abbreviation often used when referring to Marketing Education.
10. Portfolio: A colorful collection of a person's work that shows his or her thoughts, interests, efforts and goals in many different environments (Hill, Kamber, Norwick,

1994, p. 118).

11. **Portfolio Assessment:** A process for enhancing teaching and learning.
12. **Student Evaluation:** A form completed at least once each grading period by the training sponsor.
13. **Studies in Marketing:** The course that combines classroom instruction with supervised on-the-job training in a marketing occupation.
14. **Student Personnel File:** A collection of student records and job evaluations of on-the-job training.
15. **Task List:** A list organized according to the ten instructional areas presented in the general marketing curriculum: communications, economics, employment and advancement, human relations, mathematics, market planning, physical distribution, promotion through personal selling, promotion through other media and self-development.
16. **Teacher/Coordinator:** The person who provides marketing education classroom instruction, chapter

sponsorship and supervision of on-the-job training.

17. **Training Agreement:** A document which lists the student's, training sponsor's and coordinator's responsibilities for the training of the student.
18. **Training Plan:** A document which lists various duties, tasks and competencies a student should acquire through his/her on-the-job training.
19. **Training Station:** The business or firm where the marketing education student is employed.
20. **Training Sponsor:** The person in a marketing business who is responsible for training and supervising the student on his/her job.

### **Overview of the Chapter**

Chapter I of this study introduces portfolio assessment and explains the need for research in applying this evaluation method to the marketing education curriculum. The goals, limitations, assumptions, and procedures of the study have been given to provide an understanding of this research.



Chapter II will provide a review of literature that has been written on Portfolio Assessment. Chapter III will present the methods and procedures used in the study. The findings of the research study will be presented in Chapter IV. Chapter V will provide the reader with a summary of the research, conclusions made by the researcher and any recommendations for the study's future use.

## **CHAPTER II**

### **Review of Literature**

Chapter II of the research study is called Review of Literature. The purpose of this chapter was to review the literature related to the stated problem. The sections in the chapter include: 1. History of Portfolio Assessment, 2. Portfolio Assessment, 3. Guidelines for Portfolio Assessment, 4. Marketing Education and Portfolio Assessment and 5. Summary.

#### **History of Portfolio Assessment**

For years there has been considerable debate as to the effectiveness of student evaluation techniques. The minimum competency testing programs that swept the nation during the 1970s and early '80s caused state policymakers to increase their use of standardized exams in an attempt to ensure that all students mastered at least some basic skills. In many ways, experts say, such state testing programs achieved a measure of

success: increasing numbers of students mastered basic skills and state policymakers, some of whom had tied education funding increases to testing programs, were mollified (O'Neil, 1992, p.14). However, testing programs focusing on mastery of basic skills by using multiple choice standardized tests to assess skills rarely succeed in assessing students thinking skills or their ability to synthesize content or solve problems. By slighting more complex student outcomes, critics say, basic skills testing essentially cemented into place low standards for student achievement (O'Neil, 1992, p.14).

Educators witnessing and identifying with this concern began to look beyond standardized testing when measuring student progress. The desire to ensure that students graduate with more than basic skills - with the ability to work cooperatively in groups or synthesize knowledge across disciplines - has fueled interest in performance assessment. In performance assessment, the student completes or demonstrates the same behavior that the assessor desires to measure. There is a minimal degree, if any, of inference involved (Meyer, 1992, p. 40).

Portfolios are a component of performance assessment.

Portfolios offer a way of assessing student learning that is quite different from traditional methods. "While standardized tests offer outcomes in units that can be counted and accounted, portfolio assessment offers the opportunity to observe students in a broader context: taking risks, developing creative solutions and learning to make judgments about their own performance " (Paulson, Paulson, Meyer, 1992, p. 63). A portfolio provides a complex and comprehensive view of student performance. Increasingly, states are looking to performance assessment to get a more complete picture of student abilities.

### **Portfolio Assessment**

Portfolio assessment can be described as a process for enhancing teaching and learning. By engaging in self-reflection and self-evaluation, teachers are encouraged to evaluate their instruction and to use portfolio information to make instructional decisions. Similarly, students become more interested in and responsible for their own learning.

The use of portfolios in the classroom establishes an atmosphere of positive interaction between the teacher and students. "Portfolios are as varied as the children who create them and as the classrooms in which they are found" (Paulson, Paulson, Meyer, 1991, p. 61). Authentic assessment is meant to help teachers and children work together in the most productive ways possible.

Portfolio assessment can be defined as a colorful collection of a person's work that shows his or her thoughts, interests, efforts and goals in many different environments (Hill, Kamber, Norwick, 1994, p. 118). Portfolios are most meaningful when they are incorporated into daily instruction, learning and assessment. Two factors of portfolio assessment are the work that students select for the collection and their written reflections about their work. The goal of portfolio assessment is to cultivate students' ability to thoughtfully appraise themselves and their work (Hill, Kamber, Norwick, 1994, p. 118).

There are many benefits in the use of portfolios. Motivation and self-esteem are just one example. By using portfolios,

students are allowed more freedom to attempt a problem presented by the teacher and solve it in a variety of ways.

"Classroom activities that allow students time, choice, ownership, and response clear the way for portfolios to be used as a vital component in learning" (Graves, 1992, p. 157). Students seem to be compelled to do a particular task when they are given the opportunity to expand on their own thoughts and ideas. Students are able to see direct results through their own performance.

Using portfolios will allow students to reflect on what they have done over a period of time. They will be able to establish goals, strategies and assess their progress accordingly. "Students will begin to develop as effective decision-makers (Tierney, 1991, p. 6). The more time they have to reflect on their work, the better quality product they will produce.

In summary, portfolio assessment helps students become lifelong learners with results of each individual taking responsibility for their own learning curve.

## **Guidelines for Portfolio Assessment**

"What makes a portfolio a portfolio?" The portfolio is a concept that can be realized in many ways. Portfolios allow students to assume ownership in ways that few other instructional approaches allow. "Portfolio assessment requires students to collect and reflect on examples of their work, providing both an instructional component to the curriculum and offering the opportunity for authentic assessments" (Paulson, Paulson, Meyer, 1991, p. 61).

Portfolios can become an intersection of instruction and assessment. Paulson, Paulson, and Meyer believe this concept can be realized by following the guidelines listed below.

1. Developing a portfolio offers the student an opportunity to learn about learning. Therefore, the end product must contain information that shows that a student has engaged in self-reflection.
2. Portfolio assessments offer a concrete way for students to learn to value their own work as well as themselves as learners. Therefore, the student must be involved in selecting the pieces to be included.
3. The portfolio is separate and different from the students' cumulative record. Scores and other cumulative information should be included in a

portfolio only if they take on new meaning within the context of the material of the portfolio.

4. The portfolio must convey explicitly the students' activities: rationale, goals, contents, standards, and judgments.
5. The portfolio may serve a different purpose during the year from the purpose it serves at the end.
6. A portfolio may have multiple purposes; however, these must not conflict. One purpose that is almost universal in student portfolios is showing progress on the goals represented in the instructional program.
7. The portfolio should contain information that illustrates growth. The most common factor is including a series of examples of actual school performance that shows how the student's skills have improved.
8. Students need models of portfolios as well as examples of how others develop and reflect upon them (Paulson, Paulson, Meyer, 1991, p. 61-62).

In summary, Paulson, Paulson, and Meyer recommend that when designing programs or purchasing commercial portfolio assessment materials, educators should reflect on the eight aspects of the portfolio that they believe gives the concept its power.



## **Marketing Education and Portfolio Assessment**

Teachers are actively involved in preparing students for the workplace. A portion of a teacher's responsibilities is helping students grow into responsible, mature employees who will be an asset in any place of business. According to Tomal, once students are out in the workforce, they will most likely be judged by their employers on the following characteristics:

- |                      |                              |
|----------------------|------------------------------|
| ●attendance          | ●quality of work             |
| ●punctuality         | ●ability to learn            |
| ●general attitude    | ●attitude toward supervision |
| ●personal appearance | ●dependability               |
| ●quantity of work    | ●initiative                  |

These characteristics are of vital importance to all employees, not only students, for job retention, pay raises, promotions, and self-fulfillment (Tomal, 1992, p. 17). However, are teachers developing these traits in students or do they teach the importance of these traits?

In marketing education, these traits can be developed

through portfolio assessment. Portfolio assessment provides an opportunity for evaluation through performance appraisal.

Performance appraisals in the classroom will provide a simulation for semi-annual or annual performance appraisals given on the job. In marketing education, students will be prepared for the student evaluation they receive from their training sponsor every grading period.

Performance appraisals are only one aspect of the portfolio for marketing education. Other components include writing selections, activity records, anecdotal records, observations, student self-assessments, checklists, rating scales, journal entries and research projects. These components are derived from the task list presented in the general marketing curriculum. Building a portfolio in a technical area provides students an opportunity to see how far they have come and the significance of their accomplishments within their program (Parker, Weisskopf, 1991, p. 27).

In creating their portfolios, students will organize their materials in a logical and sequential format. They will be allowed

to review it in each stage of production with their teacher as well as with any of their classmates. The exchange of ideas and information helps define and clarify how they want to organize and present their work as a finished product (Parker, Weisskopf, 1991, p. 27).

Every individual should maintain a portfolio which reflects his/her thinking and working in search of a solution to a particular problem. Part of what makes portfolios so effective is their uniqueness in bringing out creativeness in each student. The definitions and structures of portfolios vary, but in general, all embrace three major concepts: the alignment of curriculum, instruction, and assessment; student engagement in their own learning and evaluation; and student growth over time (Koskinen, 1994, p. 666).

The use of portfolios in the classroom will bring about many changes in education. As teachers "our definition of portfolios ought to move, grow and change as we see what portfolios can do and as we continue to apply them in practice for ourselves and our students" (Graves, 1992, p. xi).

### **Summary**

This chapter explored the previous research conducted on portfolio assessment. It included an in-depth look into an alternative student evaluation technique. Portfolio assessment has been designed to improve instruction and improve student learning and ownership for learning. Chapter III will outline the methods and procedures that will be used to assist in the collection of data to determine the effectiveness of portfolio assessment in Marketing Education at Oscar Smith High School in Chesapeake, Virginia.

## **CHAPTER III**

### **Methods and Procedures**

Chapter III, Methods and Procedures, will define and discuss the population studied; the instrument design; methods for collecting data; the statistical analysis used; and the summary. This information will provide an understanding of what conspired during the research.

### **Population**

The population of this study consisted of marketing students enrolled at Oscar Smith High School in Chesapeake, Virginia, during the 1994 - 1995 school year. The population included fifteen Studies in Marketing students. Appendix A included a list of the population. Studies in Marketing (M.E. II) was the beginning cooperative program in which students combined classroom instruction with supervised on-the-job training. The instructional emphasis included communications, economics, employment and advancement, physical distribution, promotion through personal

selling, promotion through other media and self-development, which was determined through the task list provided in the curriculum.

Teacher/Coordinators and employers worked together to evaluate students' performances in these areas. Five hundred-forty hours of on-the-job training was required to receive two credits toward graduation. M.E. II was offered at the eleventh and twelfth grade levels.

### **Instrument**

The instrument used in this study was a portfolio model. The portfolio model contained an introduction; the purpose the portfolio will serve; how the portfolio will be used and managed; and a criteria for assessing the portfolio. Some examples of the components the portfolio model included: a competency record, instructional goals, training agreement, training plan, student evaluation, anecdotal records, projects, activities, journal writings, peer evaluations, tests, performance appraisals and self-assessment. Appendix B provided an example of the contents for the portfolio. A survey was developed to receive feedback from the

students and was included in Appendix C. The Likert Scale was used as the instrument to survey the students. The statements were developed to determine answers to the research goals of this study.

### **Data Collection Procedures**

An introduction to what a portfolio was and what was involved in portfolio assessment was discussed with the students and the guidelines for the portfolios were distributed on April 17, 1995. A four week trial period transpired. The survey was administered on May 12, 1995, to conclude the research conducted.

### **Statistical Analysis**

After the administration and collection of portfolios, a statistical analysis took place in order to provide meaning to the collected data. An analysis was completed by looking at the various items selected as well as reviewing how the students thought, felt, worked, and changed over a period of time. The survey results were reported as actual numbers and percentages with means calculated.

## **Summary**

The effectiveness of portfolio assessment at Oscar Smith High School may be determined by the results compiled from the instruments used. The instrument design and implementation described in this chapter allowed the researcher to obtain the data necessary to complete the study. The findings of this study will be presented in the following chapter, Chapter IV. Chapter V will present a summary, conclusion, and recommendation drawn from the findings.



## **CHAPTER IV**

### **FINDINGS**

The problem of this study was to determine the effectiveness of portfolio assessment in marketing education at Oscar Smith High School in Chesapeake, Virginia. Chapter IV contains the data collected during the research study. The data reported was findings of a survey of 15 students enrolled in the M.E. II class at Oscar Smith High School. The data reported includes both a narrative and supporting tables.

#### **Responses To The Survey**

The research instrument used was a survey with ten questions reflecting the student's portfolio assessment experience. With each question, the students were to respond using the scale ranging from A - Strongly Agree, B - Agree, C - Uncommitted, D - Disagree and E - Strongly Disagree. A total of 15 surveys were returned out of 15, resulting in a 100 percent return rate. (See Table I).

**Table I**  
**Survey Collection**

	Total
Surveys Distributed	15
Surveys Returned	15
Percentage Returned	100%

The first question, "Has portfolio assessment offered you an opportunity to learn about learning?", had 11 strongly agree responses for a percentage of 73, 3 agree responses for a percentage of 20, 1 uncommitted response for a percentage of 7. Question one had a mean of 4.7 or strongly agree. (See Table II).

**Table II**  
**Learn about Learning**

	Total	Percentages
Strongly Agree	11	73%
Agree	3	20%
Committed	1	7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

The second question, "Has portfolio assessment offered you a concrete way to learn to value your own work?", had 5 strongly

agree responses for a percentage of 33, 4 agree responses for a percentage of 27, 5 uncommitted responses for a percentage of 33 and 1 disagree response for a percentage of 7. Question two had a mean of 3.9 or agree. (See Table III).

<b>Table III</b> <b>Learn to Value Your Own Work</b>		
	Total	Percentages
Strongly Agree	5	33%
Agree	4	27%
Uncommitted	5	33%
Disagree	1	7%
Strongly Disagree	0	0%
Total	15	100%

The third question, "Has portfolio assessment helped you develop problem solving and critical thinking skills?", had 3 strongly agree responses for a percentage of 20, 5 agree responses for a percentage of 33, 4 uncommitted responses for a percentage of 27 and 3 disagree responses for a percentage of 20. Question three had a mean of 3.5 or agree. (See Table IV).

**Table IV**  
**Problem Solving and Critical Thinking Skills**

	Total	Percentages
Strongly Agree	3	20%
Agree	5	33%
Uncommitted	4	27%
Disagree	3	20%
Strongly Disagree	0	0%
Total	15	100%

The fourth question, "Has portfolio assessment given you the opportunity to develop creative solutions?", had 2 strongly agree responses for a percentage of 13, 3 agree responses for a percentage of 20, 7 uncommitted responses for a percentage 47 and 3 disagree responses for a percentage of 20. Question three had a mean of 3.3 or uncommitted. (See Table V).

**Table V**  
**Develop Creative Solutions**

	Total	Percentages
Strongly Agree	2	13%
Agree	3	20%
Uncommitted	7	47%
Disagree	3	20%
Strongly Disagree	0	0%
Total	15	100%

The fifth question, "Has portfolio assessment given you the opportunity to evaluate yourself as well as others?", had 11 strongly agree responses for a percentage of 73 and 4 agree responses for a percentage of 27. Question five had a mean of 4.7 or strongly agree. (See Table VI).

<b>Table VI</b> <b>Evaluate Yourself as Well as Others</b>		
	Total	Percentages
Strongly Agree	11	73%
Agree	4	27%
Uncommitted	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

The sixth question, "Does your portfolio contain information that illustrates growth?", had 5 strongly agree responses for a percentage of 33, 9 agree responses for a percentage of 60 and 1 uncommitted response for a percentage of 7. Question six had a mean of 4.3 or agree. (See Table VII).

**Table VII**  
**Illustrates Growth**

	Total	Percentages
Strongly Agree	5	33%
Agree	9	60%
Uncommitted	1	7%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

The seventh question, "Has your portfolio given you the opportunity to reflect on what you have learned?", had 6 strongly agree responses for a percentage of 40, 7 agree responses for a percentage of 47, 2 uncommitted responses for a percentage of 13. Question seven had a mean of 4.3 or Agree. (See Table VIII).

**Table VIII**  
**Reflects on What You Have Learned**

	Total	Percentages
Strongly Agree	6	40%
Agree	7	47%
Uncommitted	2	13%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

The eighth question, "Does your portfolio show

progress towards reaching career and instructional goals?", had 2 strongly agree responses for a percentage of 13, 7 agree responses for a percentage of 47 and 6 uncommitted responses for a percentage of 40. Question eight had a mean of 3.7 or agree. (See Table IX).

<b>Table IX</b> <b>Reaching Career and Instructional Goals</b>		
	Total	Percentages
Strongly Agree	2	13%
Agree	7	47%
Uncommitted	6	40%
Disagree	0	0%
Strongly Disagree	0	0%
Total	15	100%

The ninth question, "Does your portfolio illustrate risk taking efforts?", had 5 agree responses for a percentage of 33, 5 uncommitted responses for a percentage of 33, 4 disagree responses for a percentage of 27 and 1 strongly disagree response for a percentage of 7. Question nine had a mean of 2.9 or uncommitted. (See Table X).

**Table X**  
**Risk Taking Efforts**

	Total	Percentages
Strongly Agree	0	0%
Agree	5	33%
Uncommitted	5	33%
Disagree	4	27%
Strongly Disagree	1	7%
Total	15	100%

The tenth question, "Does your portfolio show progress in a marketing occupation and career path?", had 5 agree responses for a percentage of 33, 7 uncommitted responses for a percentage of 47, 1 disagree response for a percentage of 7 and 2 strongly disagree responses for a percentage of 13. Question ten had a mean of 2.9 or uncommitted. (See Table XI).

**Table XI**  
**Progress in a Marketing Occupation and Career Path**

	Total	Percentages
Strongly Agree	0	0%
Agree	5	33%
Uncommitted	7	47%
Disagree	1	7%
Strongly Disagree	2	13%
Total	15	100%



## **Summary**

This chapter reported the results of the survey of 15 students in marketing education at Oscar Smith High School.

Chapter V of this study will include a summary, conclusions, and recommendations on how this information can be used in the future.

## **CHAPTER V**

### **Summary, Conclusions and Recommendations**

Chapter V of the research study is called Summary, Conclusions and Recommendations. The purpose of this chapter was to summarize the contents of the first four chapters, provide conclusions based upon the research goals in Chapter I and provide recommendations as a result of the findings in Chapter IV.

#### **Summary**

The problem of this study was to determine the effectiveness of portfolio assessment in marketing education at Oscar Smith High School in Chesapeake, Virginia. More specifically, the purpose was to:

1. Evaluate students using the portfolio assessment technique.
2. Determine if portfolio assessment is of instructional value in marketing education.

In summary, portfolio assessment was a strong student evaluation technique. It provided the students an opportunity to

select their own work as well as provide written reflections on what they had accomplished. Students were able to develop creative thinking, problem solving, and risk taking skills. It helped to provide a foundation for each student to prepare for the work force in such a way that each student was able to develop life skills in which they will take with them wherever they may go. Based upon this data, conclusions and recommendations will be presented.

### **Conclusions**

Based on the data collected, the following conclusions are made:

**Goal 1**      Evaluate students using portfolio assessment technique.

Guidelines were established and students were involved in the creation of a portfolio which involved all aspects from beginning to end. The use of portfolios in the classroom created an atmosphere of positive interaction between the teacher and students.

The portfolios also allowed the students to reflect on what they had done over a period of time.

**Goal 2** Determine if portfolio assessment is of instructional value in marketing education.

According to the responses of the surveys, 93% of the students felt that portfolio assessment offered them an opportunity to learn about learning. Sixty percent felt that portfolio assessment offered them a concrete way to learn to value their work. Fifty-three percent felt that portfolio assessment helped them develop problem solving and critical thinking skills. Thirty-three percent felt that portfolio assessment gave them an opportunity to develop creative solutions. All of the students felt that portfolio assessment gave them the opportunity to evaluate themselves as well as others. Ninety-three percent felt that their portfolio illustrated growth. Eighty-seven percent felt that their portfolio gave them an opportunity to reflect on what they had learned. Sixty percent felt that their portfolio showed progress

towards reaching career and instructional goals. Thirty-three percent felt that their portfolio illustrated risk taking efforts. And thirty-three percent felt that their portfolio showed progress in a marketing occupation and career path.

### **Recommendations**

Based on the findings of the study, it is recommended that the Marketing Education program at Oscar Smith High School in Chesapeake, Virginia, should pursue portfolio assessment as a method of evaluation. It is also the recommendation of this research that in-services be provided to assist with ideas, activities and different teaching strategies to help develop portfolio assessment.

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## Appendix A

### Population



**Oscar Smith High School  
Studies in Marketing**

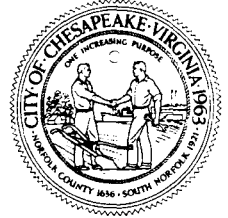
1. Tracey Chandler
2. Robbie Clark
3. Lisa Crotts
4. Jennifer Dudley
5. Jennifer Flemming
6. Gabrielle Gutshall
7. Sherry Harper
8. Tonya Harper
9. Jeremy Hinds
10. Tamika Howard
11. Amber Hughes
12. John Keane
13. Jennifer Ryle
14. Donika Taylor
15. Amy Williams

## Appendix B

### Contents in the Portfolio



CHESAPEAKE PUBLIC SCHOOLS  
STUDIES IN MARKETING  
Student Competency Record



Student Name \_\_\_\_\_  
Year \_\_\_\_\_  
Coordinator \_\_\_\_\_  
School \_\_\_\_\_  
Career Objective \_\_\_\_\_

- RATING SCALE: 1. Performs satisfactorily without supervision.  
2. Performs satisfactorily with supervision (needs more practice.)  
3. Cannot perform satisfactorily.  
4. N/A

ORIENTATION

EMPLOYMENT AND ADVANCEMENT

Date of Final  
Evaluation Rating

Duty 1: Complete an entry-level marketing employment interview.

- 1.1 Develop a confident attitude toward participation in an employment interview.
- 1.2 Meet the standards of appearance and behavior required for the interview.
- 1.3 Complete a resume.
- 1.4 Complete application forms for marketing employment.
- 1.5 Recognize the purposes and types of employment tests and general guidelines for taking them.

Duty 2: Demonstrate the ability to begin a job smoothly.

- 2.1 Set up a personal recordkeeping system in class.
- 2.2 Explain gross and net pay in class.
- 2.3 Demonstrate an understanding of company rules and regulations.
- 2.4 Demonstrate desirable work habits.

SELF-DEVELOPMENT FOR MARKETING OCCUPATIONS

Duty 3: Gain self-understanding for positive relationships/career goals.

- 3.1 Identify resources from guidance counselors.
- 3.2 Recognize personal needs.
- 3.3 Clarify personal values.
- 3.4 Identify personal motives.

Duty 4: Use feedback for personal growth.

- 4.1 Define "feedback."
- 4.2 List the sources and types of "feedback."
- 4.3 Explain the effect of "feedback" on human behavior.
- 4.4 Develop a plan for using "feedback."

Duty 5: Develop a plan for setting and reaching short- and long-range goals.

- 5.1 Define "goals."
- 5.2 Identify reasons for setting "goals."
- 5.3 Identify the types of "goals."
- 5.4 List the guidelines for developing "goals."
- 5.5 Develop a personal plan of action.

Duty 14: Package the customer's purchases.

14.1 Pack the purchase according to size, shape, and weight.

14.2 Gift wrap a package according to size and shape.

Duty 15: Shoplifting Prevention.

15.1 Identify tasks in preventing shoplifting.

15.2 Be aware of shoplifting methods.

15.3 Understand company policy and the Virginia Shoplifting Law.

15.4 Understand the procedures that help prevent employee thefts.

### ECONOMICS

Duty 16: Demonstrate knowledge of what economics is and why it is important.

Duty 17: Demonstrate knowledge of product utility.

17.1 Define "product utility".

17.2 Identify the four most common types of product utility.

Duty 18: Understand the channels of distribution.

18.1 Define "channel of distribution" and describe two basic types of distribution.

18.2 Describe the functions performed by channel intermediaries.

18.3 Explain the meaning of "integrated distribution".

Duty 19: Demonstrate knowledge of activities that business performs for society.

19.1 Identify the ways business serves society and describe the effects.

Duty 20: Demonstrate knowledge of the "Gross National Product."

20.1 Define "Gross National Product" and identify the components of GNP calculations.

20.2 Explain why the U.S. GNP has continued to grow.

### REVIEW AND EVALUATE

### HUMAN RELATIONS IN MARKETING

Duty 21: Build harmonious professional relationships.

21.1 Carry your own weight/do our full share of the work.

21.2 Adjust to change.

21.3 Identify and follow the "unwritten" rules of business.

21.4 Adjust to individual supervisory styles.

Duty 22: Build relationships with customers that will favorably represent the business.

22.1 Treat customers with courtesy.

22.2 Tactfully handle difficult customers.

22.3 Handle customer complaints according to company policy.

22.4 Live up to promises made to customers.

22.5 Adapt to the personalities and needs of customers.

22.6 Remember customer's names and personal information and use it in conversations with them.

## MARKET PLANNING

Duty 29: Demonstrate understanding of the importance of "marketing research."

29.1 Define the term "marketing research".

29.2 Identify the kinds of "marketing research."

29.3 Explain the contribution made to a company's success by "marketing research."

Duty 30: Demonstrate understanding of product/services planning for specific markets.

30.1 Explain the difference between total market and segmentation approaches to product/service planning.

30.2 Cite examples of specific products/services and their target markets.

Duty 31: Follow the process of product/service planning in action.

31.1 Define "product terms".

31.2 Identify the objectives of product/service planning.

31.3 Identify the steps in product/service planning.

31.4 Identify the stages of the product/service life cycle.

31.5 Identify the basic product/service strategy decisions.

Duty 32: Demonstrate understanding of the importance of brands.

32.1 Define the term "brand", and recognize the distinguishing parts of a brand.

32.2 Explain "national brands" and "private brands".

32.3 Explain the value of a brand as it relates to the marketer and to the consumer.

Duty 33: Demonstrate understanding of the significant characteristics of product packaging.

33.1 Define the term "packaging."

33.2 Identify the functions of packaging.

33.3 Identify the various packaging forms and materials.

33.4 Identify packaging materials and forms for specific products.

## MARKETING MATHEMATIC

Duty 34: Prepare, maintain, and close out cashier's station.

34.1 Arrange currency and change in cash drawer.

34.2 Maintain proper amounts of cash in appropriate denominations.

34.3 Balance the cash drawer against cash register reading.

Duty 35: Handle returns.

35.1 Handle returns for exchange.

35.2 Handle returns for cash refund.

35.3 Handle returns for charge credits.

Duty 36: Handle COD's and layaways.

36.1 Handle COD sales transactions.

36.2 Handle layaway sales transactions.

CHESAPEAKE PUBLIC SCHOOLS  
MARKETING EDUCATION COMPETENCY RECORD  
STUDIES IN MARKETING

Student \_\_\_\_\_

School \_\_\_\_\_

Instructor \_\_\_\_\_

Year \_\_\_\_\_

Date \_\_\_\_\_

RATING SCALE

1. Performs satisfactorily without supervision.
2. Performs satisfactorily with supervision  
(needs more practice)
3. Cannot perform satisfactorily.
4. N/A

1. Gain knowledge of marketing, marketing education and DECA. \_\_\_\_\_
2. Demonstrate job entry skills. \_\_\_\_\_
3. Begin and progress in a marketing occupation. \_\_\_\_\_
4. Gain self-understanding for job success through feedback and goal setting. \_\_\_\_\_
5. Build professional human relation skills with supervisors, co-workers and customers. \_\_\_\_\_
6. Demonstrate effective communication skills. \_\_\_\_\_
7. Develop skills in pricing and inventory control. \_\_\_\_\_
8. Demonstrate basic knowledge of economics. \_\_\_\_\_
9. Develop a sales presentation using the steps of a sale. \_\_\_\_\_
10. Complete a sales transaction. \_\_\_\_\_
11. Explore the methods of sales promotion. \_\_\_\_\_
12. Demonstrate knowledge of marketing functions. \_\_\_\_\_
13. Develop problem solving and critical thinking skills. \_\_\_\_\_
14. Participate in DECA. \_\_\_\_\_



MARKETING EDUCATION PROGRAM  
STUDENT APPLICATION FOR ADMITTANCE

Name: \_\_\_\_\_ Social Security: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade Level (This Year) \_\_\_\_\_

Parent or  
Guardian Name: \_\_\_\_\_

What are your career goals? \_\_\_\_\_

Are you currently employed? \_\_\_\_\_ If yes, where? \_\_\_\_\_

If employed, type of job desired: \_\_\_\_\_

Have you been promised a job for next year? \_\_\_\_\_

If yes, name of company: \_\_\_\_\_

Do you have a driver's license? \_\_\_\_\_

If employed, what means of transportation will you have to and from work? Check one:

\_\_\_\_\_ Own car      \_\_\_\_\_ Parents      \_\_\_\_\_ Friend or relative

Days absent from school this year (to date): \_\_\_\_\_

High school credits at the end of this year: \_\_\_\_\_

List any school/community activities or athletics in which you plan to participate next year: \_\_\_\_\_

Why do you want to take Marketing Education? \_\_\_\_\_

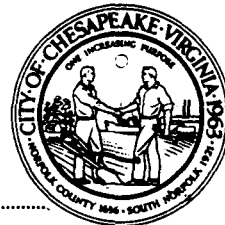
Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Chesapeake Public Schools

- ☐ Distributive Education  
 ☐ Industrial Cooperative Training  
 ☐ Education for Employment  
☐ Occupational Clothing  
 ☐ Occupational Child Care  
 ☐ Cooperative Office Education

Date .....



Name .....

Address .....

Grade .....

Parent or

Guardian (Father) .....

Place of employment .....

Parent or

Guardian (Mother) .....

Place of employment .....

What are your career goals .....

Where would you like to work? .....

Are you interested in summer employment? Yes ☐ No ☐

Have you been promised a job for next year? Yes ☐ No ☐

If Yes, Name of Company .....

Do you have a driver's license? Yes ☐ No ☐

Do you have a car of your own? Yes ☐ No ☐

If employed, will you have transportation to work? Yes ☐ No ☐

Days absent from school this year (to date). ....

High School credits at the end of this year. ....

List any school/community activities in which you plan to participate next year.

.....

.....

.....

.....

.....

What work experience have you had? List where employed and the dates of employment.

Dates	Firm and Address	Reason for Leaving
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

.....

.....

.....

.....

.....

.....

Phone .....

Social

Security .....

Date of

Birth .....

Age .....

Occupation .....

Occupation .....

Courses completed:

Subject	Final Grade
General Business	.....
Typewriting	.....
Industrial Arts	.....
Drafting	.....
Other Vocational Education Courses	.....
.....	.....
.....	.....
.....	.....

Schedule (this year).

Bell	Subject	Room	Teacher
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

List the courses you plan to take next year.

.....

.....

.....

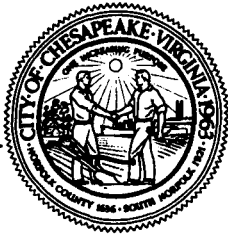
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## Chesapeake Public Schools

School Administration Building

Post Office Box 15204

Chesapeake, Virginia 23320

Dear Employer:

This will introduce \_\_\_\_\_ who is  
enrolled in the \_\_\_\_\_ work training  
program of \_\_\_\_\_ High School. I be-  
lieve this student will make a satisfactory employee in your business.  
This applicant will be available for employment every school day at  
\_\_\_\_\_ p.m. and all day on Saturday.

I would like to thank you for your time and interest and the  
opportunities you are offering this student. If I can be of any  
further assistance please feel free to telephone me at \_\_\_\_\_.

Yours very truly,

Coordinator

kfh



# CHESAPEAKE PUBLIC SCHOOLS MARKETING EDUCATION

## Cooperative Training Agreement

The Marketing Education Program is designed to offer you, the student-learner, an opportunity to develop career skills and to grow academically, economically and socially. In doing this, there are definite responsibilities which the student-learner must accept. Therefore, as a condition for acceptance in the Marketing Education Program the undersigned student-learner agrees to the following regulations:

(1) The students must perform all tasks assigned to the best of his ability and in such a manner as to reflect credit upon himself, the Marketing Education Program, his school and his place of training. He will maintain a business-like attitude at all times.

(2) If the student's work or conduct becomes unsatisfactory his training may be discontinued at any time by the employer and the coordinator. He may be dropped from the program and will receive no credit.

(3) The Marketing Education coordinator cannot guarantee any student a job. The coordinator will assist the student in finding suitable employment, but the primary responsibility for job procurement lies with the student.

(4) It is student's responsibility to report to all job interviews scheduled by the coordinator.

(5) Any student younger than 16 years of age is required to have a work permit.

(6) Once employed, the student will not be permitted to change jobs or resign without prior approval of the coordinator.

(7) The student must be regular in his attendance and on time to school, to classes and on the job.

(8) Any student absent from school due to sickness or emergency **MAY NOT WORK** that day without prior approval from the coordinator.

(9) The employer must be notified well in advance of a necessary absence.

(10) Appropriate wearing apparel must be worn on the job at all times.

(11) The student is required to keep a monthly record of work hours which is to be turned in to the coordinator at the specified time.

(12) In order to receive two credits for the course, the student must acquire at least 540 hours of on-the-job training and continue regular employment throughout the school year.

(13) In order to receive credit for the nine-week period, a student must pass both the classroom and the job segment portion of the course.

(14) It is the student's responsibility to keep the coordinator informed of any job problems **as they occur**.

(15) The student will assume the responsibility of providing transportation to and from work and school.

(16) The student is required to leave the school building at the completion of his school day.

(17) The Marketing Education student is expected to attend employer-employee functions sponsored by the school.

(18) Each student is expected to actively participate in the DECA organization. DECA is designed to build leadership competencies and job-related skills.

(19) As part of the Marketing Education program, students will be participating in sales projects. Students are held accountable for their financial obligations.

I have read, understand, and support the above guidelines for the Marketing Education Program.

Date \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_ Student's Signature \_\_\_\_\_

Date \_\_\_\_\_ Coordinator's Signature \_\_\_\_\_

Date \_\_\_\_\_ Principal's Signature \_\_\_\_\_

The TRAINING-STATION, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed, agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of the student's career objective.

2. To endeavor to employ the student-learner for at least the minimum number of hours each day and each week for the training period.

3. To adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.

4. To assist in the evaluation of the student-learner.

5. To provide time for consultation with the teacher-coordinator concerning the student-learner.

6. To provide available instructional materials and occupational guidance for the student learner.

Date \_\_\_\_\_ Employers Signature \_\_\_\_\_

NAME \_\_\_\_\_ BELL \_\_\_\_\_  
(last) (first) (initial)

I fully understand that I must meet those requirements of dress, attitude, and appearance which my coordinator deems necessary in order to obtain suitable employment. I further understand that, according to the student-parent agreement which was signed by me at the beginning of the school year, no credit will be given unless I have satisfactorily met **All** requirements of the course as established by school authorities.

	NAME OF BUSINESS	PERSON SEEN & TITLE	TIME	PHONE
1.				
	Results:			
2.				
	Results:			
3.				
	Results:			

Date: \_\_\_\_\_ (Signature of student)

Date: \_\_\_\_\_

\_\_\_\_\_ (Coordinator)

# Individual Training Plan and Evaluation

*The Chesapeake School Board does not unlawfully discriminate on the basis of sex, race, color, religion, disabilities, or national origin in employment or in its educational programs and activities.*

Name _____	Coordinator _____
Training Station _____	Job Title _____
School Year _____	Training Sponsor _____
Career Objective _____	
Phone _____	

Work Traits	1st Quarter				2nd Quarter				3rd Quarter				4th Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Appearance																
Attendance																
Cooperation																
Initiative																
Enthusiasm																
Desire to Learn																
Performs Job Tasks																
Ability to Work with Others																
Overall Performance																

- 1 - Excellent
- 2 - Above Average
- 3 - Average
- 4 - Below Average

Job Task and/or Occupational Experience	Does Not Perform Task	Performs Tasks With Supervision	Performs Tasks Without Supervision	Comments
				1st Quarter
				2nd Quarter
				3rd Quarter
				4th Quarter

Signature _____ _____ _____ _____ _____	Title _____ _____ _____ _____ _____	Date _____ _____ _____ _____ _____
---	---	--

## COORDINATION RECORD

Date

### Purpose

[illegible]

## STUDENT CONFERENCES

[illegible]

OSCAR SMITH HIGH SCHOOL  
MARKETING EDUCATION  
WORK EVALUATION FORM

NAME \_\_\_\_\_ Pd. Weekly: \_\_\_\_\_

TRAINING STATION: \_\_\_\_\_ 31-Weekly: \_\_\_\_\_

[illegible]

Grade Distribution for Number of Hours Worked:

131	-	135	=	18	=	A
126	-	130	=	17	=	A
121	-	125	=	16	=	B
116	-	120	=	15	=	B
111	-	115	=	14	=	C
106	-	110	=	13	=	C
101	-	105	=	12	=	D
96	-	100	=	11	=	D
91	-	95	=	10	=	E
81	-	90	=	9	=	E
71	-	80	=	8	=	E
61	-	70	=	7	=	E
51	-	60	=	6	=	E
41	-	50	=	5	=	E
31	-	40	=	4	=	E
21	-	30	=	3	=	E
11	-	20	=	2	=	E
01	-	10	=	1	=	E
				0	=	E

# Ed. tic d Hour Report

Employee Name \_\_\_\_\_

k Station \_\_\_\_\_

k Address \_\_\_\_\_

phone \_\_\_\_\_ Date \_\_\_\_\_ Student's Signature \_\_\_\_\_

ervisor \_\_\_\_\_ Date \_\_\_\_\_ Coordinator's Signature \_\_\_\_\_

	Week of	Hours	Wage Per/hr.	Total Wages
st				
ember				
ber				
ember				
TALS				

	Week of	Hours	Wage Per/hr.	Total Wages
December				
January				
February				
March				
April				
May				

## PORTFOLIO ASSESSMENT SURVEY

**Purpose:** To determine if portfolio assessment is of instructional value in Marketing Education.

**Directions:** For each statement listed below, select a response which most nearly reflects your portfolio experience. Please use the following responses:

- A -- Strongly Agree
- B -- Agree
- C -- Uncommitted
- D -- Disagree
- E -- Strongly Disagree

- |           |  |
|-----------|--|
| _____ 1.  | Has portfolio assessment offered you an opportunity to learn about learning?               |
| _____ 2.  | Has portfolio assessment offered you a concrete way to learn to value your own work?       |
| _____ 3.  | Has portfolio assessment helped you develop problem solving and critical thinking skills?  |
| _____ 4.  | Has portfolio assessment given you the opportunity to develop creative solutions?          |
| _____ 5.  | Has portfolio assessment given you the opportunity to evaluate yourself as well as others? |
| _____ 6.  | Does your portfolio contain information that illustrates growth?                           |
| _____ 7.  | Has your portfolio given you the opportunity to reflect on what you have learned?          |
| _____ 8.  | Does your portfolio show progress towards reaching career and instructional goals?         |
| _____ 9.  | Does your portfolio illustrate risk taking efforts?  |
| _____ 10. | Does your portfolio show progress in a marketing occupation and career path?               |